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ABSTRACT

An outline for training leaders of outdoor adventure activities containing both the method by which leaders should be trained and the material which should be presented during the training is presented. Because the outline concerns itself with the skill of leadership, it is applicable to a wide variety of outdoor educators including those involved in backpacking, canoeing, camping, sailing, rock climbing, schools, or camps. Using the four essential components of outdoor adventure experiences agreed upon by the Council of Outdoor Educators of Ontario (environmental behavior, personal growth, technical skills, and safety) as the end product of adventure activities, a scheme for developing people capable of realizing these objectives is developed. A central theme of the scheme is developing objective judgement as a key to leadership. The facts required of a leader are presented under six broad areas: environmental, physiological, psychological, safety, sociological, and technical. In each area specific modules of information are outlined, i.e., man's micro and macro climates, hypothermia/hyperthermia, human behavior and personal interaction, weather, group security, navigation, and legal liabilities. The stages of the required process for leadership development (chronologic maturity, participant experience, technical motor skills, and apprentice leader experience) are discussed. (Author/NEC)

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LEADING TO SHARE
SHARING TO LEAD

BY ROBERT J. ROGERS

COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO

LEADING TO SHARE
SHARING TO LEAD

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In this monograph an outline for training leaders of outdoor adventure activities is presented. The outline contains both the method by which leaders should be trained and the material which should be presented during the training. Because the outline concerns itself with the skill of leadership and not any one specific activity or sport, it is applicable to a wide variety of organizations which take groups of people into the out-of-doors for adventure. It can be used by those involved in backpacking, canoeing, camping, sailing, rock climbing, by schools, camps, recreation programs and many other adventure activities or programs.

The book begins with the contention that the key attribute of an outdoor adventure leader is objective judgement. It goes on to establish the point that in developing leaders the way in which they are trained and what the leaders are required to know is a result of what the outdoor adventure experience is designed to do. Form must follow function. Using the four essential components of outdoor adventure experiences agreed upon by the Council of Outdoor Educators of Ontario - Environmental Behaviour, Personal Growth, Technical Skills and Safety - as the end product of adventure activities, a scheme for developing people capable of realizing these objectives is presented. Developing objective judgement, a key to leadership, is a central theme of the scheme. Objective judgement is defined and Jackson's quick checks for making judgements objective are presented.

For judgement to be objective factual knowledge and experience are needed. The facts required of the leader are presented grouped under six broad areas: environmental, physiological, psychological, safety, sociological and technical. In each area specific modules of information are outlined. These **building blocks** are the underpinnings of the objective leader. Twenty-two building blocks are discussed and reasons for their inclusion in the training scheme are given. Some of the modules are: man's micro and macro climates, hypothermia/hyperthermia, human behaviour and personal interaction, weather, group security, navigation, and legal liabilities.

While discussing this aspect of the training scheme an important point is made concerning the development program for leaders. It is pointed out that training in leadership and training in a motor skill are two separate attributes required of the leader. The case is made for the leader obtaining both technical skill certification and leadership development but that these must be obtained separately from each other. If leaders are to be properly trained for the outdoors these two attributes cannot be obtained at the same time. Each requires such time and emphasis that they should receive specific and separate attention. It is pointed out that there is a symbiotic relationship between technical skill certifying groups and leadership development schemes.

After discussing the **Building Blocks** of leadership it is noted that another essential ingredient is needed for the development of a leader. It is the objective judgement described earlier. The **mortar** of objective judgement does not result from the simple acquisition of knowledge or facts. This aspect of leadership is acquired through a **process of leadership development.**

The stages of the required process for leadership development are outlined. The process is directed at the growth of the individual. The methods presented are directed at **allowing** this growth to take place. Essentials of this process are **nurturing** by the process leaders and **time** for **maturation** of the developing leader. A method by which this nurturing and maturation can be brought about is given. Stages two and three of the five part model are particularly directed at this development. The point is made that this process of leadership development is not something which is accomplished in a short weekend course. Thus leadership is not a case of certification but of **development.** The time required for each individual to fully develop in leadership will vary; it is an ongoing change which is never truly finished for the mature leader.

The book concludes with a synopsis of each part of the scheme - the flow of the model, the process of the scheme, how the scheme is developed, the details of the scheme, and the scheme in context - that is its relationships to other skill certifying bodies and organizations dealing with outdoor adventure activities.

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The ideas presented in this monograph probably began to be formulated in my mind at a very early age. The process of this formulation took place, I am sure, through a family environment, Boy Scout experiences, university training, leadership roles and shared interests with colleagues in the out-of-doors and teaching. If the formulation of my philosphy of teaching and out of doors could be laid to any one single factor it must be the people to whom I was exposed during this process of formulation - both leaders and peers. If as Dewey points out the criteria of a significant educational experience is its continuity and interaction then my teachers can be judged to have done their job well as their work has indeed influenced my subsequent growth. For this I am grateful to them.

More recently, a great deal of the credit for the shaping of my ideas in outdoor education lies with one man whose expenence and ability in the out-of-doors far exceeds my own. John Jackson former director of Plas y Brenin, National Mountain Leadership Training Centre for Britain and principal designate of the new Center for Outdoor Education in Wales, Plas-y-Deri, has provided the incentive directly and indirectly on many occasions for the rethinking and reformulation of my ideas. I and my family have grown through out interaction with John.

Credit must also be given to the Council of Outdoor Educators of Ontario and its Task Force on Adventure Activities for their continued support and encouragement in the writing of this document. In particular I would like to thank Alice Casselman, Don Harben and Dorothy Walter who somehow have managed to keep the pot stirred and my hand writing over the past year and a half.

The major incentive for my thoughts, though, is the people with whom I have come in contact in the past, with whom I will come in contact in the future and who go forward to lead groups of young people in the out-of-doors. To these people I must say thanks for providing me with the opportunity to attempt to reciprocate for the past leadership provided to me by others. My hope is that this monograph will assist you and others in your endeavours.

Of course in the completion of any job there are a number of mundane but essential tasks that must be done. Without the assistance of the secretarial staff of the Division of Physical Education, in particular Georgette Brouillard, it would not have been possible to finish this paper. Also the opportunities provided to me by my colleagues in the Division of Physical Education and Laurentian University to direct my interests and energies to work in Outdoor Education cannot go unnoted.

All of these factors have made it possible for me to present these ideas to others.

Gratefully,

Robert J. Rogers

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PREFACE

Much of what is presented in this rationale is not new. Indeed it consists, in the main, of simple, time tested, logical steps applied to a context in which has been demonstrated, all too sadly and tragically, a need for such a return to basic principles. The out of doors is an attractive medium which has been effectively used for centuries to assist in the process of education.[1] It will continue in this role for centuries to come.

Though attractive and effective, the out-of-doors is a seductive and unforgiving master which commands respect. The responsibility of helping others to grow personally is a demanding and subtle task. When these two are placed together the expectations on the leader are sobering. The outdoor leader cannot afford to take for granted either those he is charged with leading or the environment in which he is leading them. Those that use this medium and lead groups of people to grow through this use must never forget what they are about, where they are about it and why they are there.

This paper is presented to meet the perceived need for a rationale of Leadership development in Outdoor Adventure Experiences. It is presented in the spirit of mutual sharing and mutual growth. Its message though simple, is not easy, though open and non judgemental, is demanding, though low key, must not be ignored.

1. The reader should not construe the use of the word education in this instance to mean formal institutions of learning. Here education means the process of personal growth which is not constrained to time spent in schools but can continue throughout our lives.

OBJECTIVE JUDGEMENT

What one attribute is needed in the leader to maximize the results while minimizing the risk of outdoor adventure experiences - outdoor adventure experiences for groups of young (in age or in spirit) people which are designed to promote growth? Judgement!

But what is judgement? How do you define it? How do you learn it? How do you teach it? How do you assess judgement?

Webster defines judgement as "the ability to come to opinions of things; power of comparing and deciding; understanding; . . . "

A key phrase here is " . . . power of comparing and deciding; understanding . . . ." But comparing what? Deciding what? Understanding what? Difficult questions to answer when posed in a theoretical or hypothetical situation.

But in the case of outdoor adventure experiences they can be answered. They can be answered clearly, distinctly and pragmatically! As well, once these questions have been answered, we, at the same time, have outlined what it is we must share with others so that they can assure the outdoor adventure experience produces the maximum desired outcome with the minimum potential risk. We can begin to differentiate between people with and without this ability. The proof is not easy; nor is it straight forward, but it is logical, rational and defensible.

FORM FOLLOWS FUNCTION

Where do we begin? We begin, as with all things approached rationally, by posing the question: "What do we want to do?", "Where do we want to go?", "What is our desired end product?"

Is our desired product the ability to climb a mountain? A mountain, higher than anyone else has climbed? Is it the ability to paddle a canoe through rapids? Roll a kayak and paddle a slalom course? Spend three days and nights alone in the wilderness?

No! These are by-products! And by referring to them as by-products does this make them any less important? Certainly not! For in certain instances these by-products are the end product. If I am a bush pilot flying over Ontario's northern wilderness I will be damned sure I know how to spend three days alone in the bush, and then some! If I didn't, I would be a silly fool.

By referring to such things as by-products simply places them in their proper context for **this instance.** For we are not bush pilots flying over northern Ontario! Nor are the people we are leading being led to fly planes over northern Ontario!

We are dealing with outdoor adventure experiences for groups of young people; experiences designed for . . . designed for what?

Now we have a beginning!

If we can answer this question then we can begin to answer the questions posed earlier; comparing what? Deciding what? Understanding what? Having answered these questions we can then pose further questions. What does a person need to make these comparisons? What does a person need to decide between these alternatives? What is it that people must understand? How can we help them to understand?

Now we can develop the process of leadership training. This training then becomes a tool for assessment of abilities to produce a desired **end product** (not a by-product) or if you wish, a certification system.

Need I mention that the efficient and effective production of desired end products will usually have associated with it efficient and effective by-production!

Well, let us get back to the point at hand. What do we want to do?

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The Council of Outdoor Educators of Ontario has accepted the report of their Task Force on Adventure Activity.[1] The Task Force has given the following as the essential components of the outdoor adventure experience:

Environmental Behaviour

- understanding and practicing the actions required to minimize the impact of the activity on the environment.

Personal Growth

- maturation in observable behaviour relative to the state of development in the activity.
- social relationships, attitudes, leadership ability and self-appraisal.

Technical Skills

preparation of the participants with the appropriate progression in technical training, mental attitudes and physical fitness to deal with perceived risk competently and safely.

Safety

the umbrella under which the components of the program are planned and implemented.

It is difficult to argue against these components. And for our purposes defence of them lies outside our immediate area of concern. In this instance they are accepted as a given.

These being the essential components of the experience, taken together as a whole they then constitute our desired end product. We now know where we want to go. We know the context in which comparisons, decisions and understandings must be made. From this context we can then begin to determine what is needed in order to make these comparisons and decisions and to have an understanding. What we want leaders to have flows from what we want participants to have. Or, we have **participant desired** objectives which in turn specify **leader required** capabilities and knowledge.

The form of a leadership development scheme (here form is used to include both format and content) must be developed from the function that the program is designed to perform.

1. Council of Outdoor Educators of Ontario Minutes of 7th Annual Meeting, September 1977.

OBJECTIVE JUDGEMENT

What are the **leader required** capabilities and knowledge? To answer this question we must make a digression in order to establish an attitudinal context in which to provide a factual response. If this is not done we run the danger of not being able to see the forest because of the trees; of violating the principle that form follows function; of being easily distracted from our basic goal by the glitter and attractiveness of an exciting medium. So, let's return to our initial statement - the one overall important quality for outdoor adventure experiences is **Judgement.** Can we clarify or qualify this term so that it better suits adventure experiences? Yes.

Jackson states that, "Good party leadership depends upon:-

> The Right Person
> Having the Right People
> in the Right Place
> with the Right Knowledge
> and the Right Equipment.
>
> If these questions (sic) can be answered in the affirmative about any "expedition" you are undertaking, all should be well . . . . There is plenty of room for an individual approach and each good leader will solve problems in his or her own way but THE DECISIONS MADE AND THE SOLUTIONS TO PROBLEMS WILL OBEY CERTAIN BASIC RULES AND WILL BE DETERMINED BY THE INDIVIDUALS' ABILITY TO MAKE SOUND JUDGEMENTS BASED ON KNOWLEDGE AND EXPERIENCE."[2]

In personal conversation with John A. Jackson, Director, from 1960 to 1975, of Plas-y-Brenin, the British National Mountain Leadership Training Centre, member of several British expeditions to the Himalayas, Fellow of the Royal Geographic Society, a member of the initial working party which established the Mountain Leadership Training Board of Great Britain, 1963-64, and the first chairman of the Safety Committee of the British Mountaineering Council, he spoke of four questions which must be posed by the leader of adventure expeditions.

2. Jackson, J. **Notes on Party Leadership,** mimeograph, no date.

"DO I HAVE THE RIGHT PEOPLE? IN THE RIGHT PLACE? AT THE RIGHT TIME? WITH THE RIGHT EQUIPMENT?"

Obviously, he was paraphrasing the "questions" noted before. In addition, Jackson used another term in relation to capabilities required in outdoor leadership - **Objective Judgement.**

Jackson does not present a formal definition of **Objective Judgement** but in discussion it became abundantly clear what he means by the term. His experience and training would tend, at least, to lead one to listen to what he has to say vis-a-vis outdoor adventure experiences, if not to accept his premises. I am convinced that Jackson's term **Objective Judgement** is quite suitable and appropriate for our needs in our instance.

I would go further to define **Objective Judgement** as:

THE ABILITY TO DIVORCE ONE'S SELF FROM THE ROLE OF THE PARTICIPANT WHILE PARTICIPATING WITH A GROUP. BEING ABLE TO SEE BEYOND THE EXHILARATION OF THE ACTIVITY TO THE TOTALITY OF THE EXPERIENCE - AND THUS TO APPRECIATE AND EVALUATE (TO COMPARE, DECIDE AND UNDERSTAND) THE NON-TECHNICAL FORCES (HERE TECHNICAL REFERS TO ACTIVITY TECHNIQUES) WHICH ARE ACTING DURING THE TECHNICAL EXPERIENCE.

Or stated otherwise, objective judgement is the ability to understand, compare and decide between alternative forces which govern the realization of the end product; whether the participant desired outcomes will be realized.

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Objective judgement then is the means by which the leader assures that the form of the experience is in accord with the desired function of the experience. The questions suggested by Jackson are quick checks which the leader can employ to assure his objectivity.

In order to answer the questions objectively the leader needs prior knowledge and experience with those forces which are acting during an outdoor adventure activity. It is appropriate to place the forces which act during these experiences under six broad, but common headings:

environmental forces
physiological forces
psychological forces
safety forces
sociological forces
technical forces

These forces are determinants of the participant desired outcomes. They govern what happens. And, if a leader's role is to assure the realization of participant outcomes, then understanding of these forces are concurrently leader requirements. Stated differently understanding of these forces must be acquired by the leader in order that the participant oriented product may be realized. For the leader these forces become "facts" with which they must be conversant. Objective Judgement is the umbrella under which these capabilities of a leader should fall. These capabilities are acquired so as to provide a sound basis for the exercising of objective judgement. This is to say that judgement cannot be objective unless it is based upon fact.

The development of a leader then is, in part, the process by which these "facts" become conversant to the leader. The long term process of such training can be appreciated when one examines the nature of some of the facts supportive to the exercising of objective judgement; particularly when this judgement must take place in a dynamic environment with respect to learning groups of young people engaged in goal oriented adventure experiences.

These facts are the building blocks which allow the formulation of the product (of the acquisition of the desired end result) of the adventure experience. The product, participant desired, consists of the interaction of the four essential components of the experience as given above. It prescribes the leader required facts. **These facts are the building blocks of leadership.**

It is appropriate, then, to examine the essential components more closely. Not in relation to what they mean to the participant, but how they determine the type of leader and leadership development scheme. From these we can return to the broad forces and examine in more detail the facts - our building blocks - which are dictated by these forces. With our building blocks clear, and ready to be used, we can, with the addition of some mortar build our leadership development scheme. And the "house" we end up with has been designed by what we want to have result from the adventure experience. Form has followed function - the chance of realizing our desired end product is enhanced and the leadership development scheme has a rationale.

ESSENTIAL COMPONENTS OF THE EXPERIENCE AND LEADERSHIP DEVELOPMENT

1. **Environmental behaviour**
   - understanding and practicing the actions required to minimize the impact of the activity on the environment

This corresponds, in part, to the activity oriented environmental forces. The environmental forces also overlap with the safety component of the product and will be discussed under that component as well.

Here the leader requires fundamental knowledge of eco-systems, ecology, integrated land use practices, man's interaction with the environment, as well as having the opportunity to develop a personal environmental ethic which is reflected in the leader's everyday practices and which is consistent with accepted and sound environmental values.

2. **Personal Growth**
   - maturation in observable behaviour relative to the stage of development in the activity
   - social relationships, attitudes, leadership ability and self-appraisal.

Here we see obvious overlapping with the sociological forces and the psychological forces indicated above as effecting the exercise of objective judgement. The facts required deal with such fundamental topics as human behaviour, inter-personal interactions, small groups dynamics, valuing, decision making, concensus seeking, etc.

What is not so obvious in this instance is knowledge of the interaction of physiological forces with the social and psychological forces. Knowledge of such topics as the effect of fatigue on behaviour, and the subsequent effects of changed behaviour on performance are essential for those who are leading to acquire an end product through a vehicle which is of its nature, fatiguing. Much information is available in the literature dealing with these facts. It is, however, essential that the aspiring leader experience such forces in actual practice and under supervision qualified to point out the forces acting and lead discussion in the analysis of the situation.

(**Experience is essential to understanding.** One precaution must be stressed here. The experience stated as being essential to leadership development must be gained while the developing leader is not in a position of primary responsibility for a group of participants. When entrusted with the responsibility of leading others in outdoor adventure activities no leader can afford the luxury of themselves learning essential components of the activity by trial and error[3] during that experience. This is not to say that a leader should not and does not learn from each and every occasion he has to lead others. It means simply that certain essential capabilities must be acquired by the leader in controlled and purposefully designed situations. These situations must preceed the leader taking on primary responsibility for a group. Nor is this to say that in-service training as a leader is not an essential aspect of leadership development. It does mean that such practical experience must be obtained under competent leadership with controlled and limited responsibility and after essential capabilities have been acquired.)

3. **Technical Skills**

the principal is not to avoid activities involving danger but to prepare the participants with the appropriate progression in technical training, mental attitudes and physical fitness to deal with risk competently and safely.

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3 It is appropriate to note here a common error of considering trial and error learning to be synonymous with experiential learning. The discussion of the differences between these two methods of learning goes beyond the scope of this paper. Realization of the differences, though, is essential to the understanding of the position being presented here. The greatest error a leader can make with a group involved in outdoor adventure activities is to confuse trial and error learning with experiential learning. The two are separate and different; trial and error learning has no place in the type of experiences being discussed in this paper.

This participant desired product can only be acquired if there is a concomitant leader required attribute - knowledge of technical forces.

What are the technical forces being referred to here? This is the key question in what seems to be the interminable debate on certification in Outdoor Education! Because of misunderstandings, because some are talking about apples while others counter with oranges, we have put ourselves in a dither - caused people to argue defensively (so as to protect vested interests) rather than approaching the question calmly and analytically. We have made the question complex, emotional, and our solutions unproductive when in reality if we approached the problems positively, cooperatively and rationally, we would see that the solution to, not certification, but, leadership development in outdoor adventure experiences is rather simple. And not surprisingly it is best based on the concept of "sharing" rather than being judgemental. And in Outdoor Education isn't this to be expected!

Technical forces active during any outdoor adventure experience fall into two main categories: A) The technical aspects of the physical activity involved (technical motor skills); B) Technical aspects associated with the context in which the experience is taking place (technical forces). These latter forces are our building blocks.

I strongly suggest that the debate on the question of "certification" has foundered because of lack of clarity on this one point! We have not been clear on what we mean by technical forces or technical skill. We have confused motor skill instruction and motor skill assessment of the instructor with leading people towards personal growth goals and leadership development for group learning situations! One does not replace the other. Each, at certain times, may take precedent over the other. I cannot think of an instance when one would find **only** motor skill leading or **only** leading towards personal growth in outdoor adventure experiences. There may well be occasions when this happens, but that is beside the point.

The simple is not easy! And I suggest that is why the solution has escaped us to this point. We must, in order to resolve this debate, be calm, analytical, logical, rational and **careful** in what we say and how we say it. In other words, we must be clear!

The point is that there is a clear dichotomy in outdoor adventure experiences between skill and leadership. The two help each other, the two rely upon each other, the two, I believe, are inseparable. But it must be appreciated that skill in an activity and leadership of groups in an activity are two separate and distinct attributes. Having the one does not make the person an expert in the other.

Knowledge of the technical forces referred to here as being required in the leader and the technical skills desired in the participant overlap. **But they are not synonymous!** Proper leadership in outdoor adventure experiences (need I remind you that proper leadership means leadership that will bring about acquisition of the essential components which are desired for the participant) requires that the leader have technical skills. If you are going to use a semi-trailer truck as a vehicle to transport material so that a product may be realized - you had better know how to drive the truck! (Or, I would accept, get someone to drive for you - if you can work together.)

But being able to drive the truck doesn't manufacture the product! It only helps.

So, also, knowing how to perform a technical outdoor skill does not realize participant desired outcomes as outlined by COEO's task force. But the acquisition of technical skills by the leader is essential to the realization of the end-product. **Technical motor skill is necessary but not sufficient** for the exercising of objective judgement. Thus the dichotomy, thus the simplicity, thus the clarity.

In the past, great emphasis has justifiably been placed on the importance of the proper acquisition of a motor skill for teaching or instructing. However, the wrong assumption has been made that this training makes one a leader; and well it should, it is an easy assumption to make. Particularly is it an easy assumption to make if implicitly (or explicity) the desired **paramount** outcome of the experience is skill progression on the part of the participant. Skill learning groups have been, are, and will continue to be essential and attractive to participants. They are good, they will be asked for, they are needed.

But our desired outcomes are different; we are dealing with learning groups with clear and defined end products. Skill is one part of this product - there are three other essential components, all very clear and definable. Training in technical motor skills does not adequately prepare one to elicit these outcomes in the participant.

This position is not derogatory to skill training or certification. Indeed it is the opposite. It states that technical motor skill ability is an essential to experiences of this nature. But, if we objectively look at the situation, this position implies that the time required to acquire proper technique in any motor skill and the sparsity of time people have available for such training leads to the other three components necessary to the leadership matrix being given short shift. Technical motor skill certification is essential but not sufficient as it does not focus on three-quarters of our participant desired end-product.

That technical motor skill certification leaves little time for development in associated requirements of leadership is recognized in the pattern of Canada's coaching certification program where the practical and theoretical aspects of coaching are treated seperately but in conjunction with one another. It does not say one aspect of the scheme is better than another, it simply states that there is more than one aspect to leadership development. Once again we see the previously mentioned dichotomy in leadership development.

It is appropriate here to expand then on a pattern for Leadership Development in Outdoor Adventure Experiences with desired outcomes.[4] The proposed scheme espouses a similar pattern to the coaching certification program. The practical aspects (technical motor skill certification) of the development are separate. They are both a prerequisite and a co-requisite of the development pattern. The technical motor skill certification will reside with the technical skill governing bodies already in existence or which will be formed in the future. They, as in the practical aspects of the coaching certification scheme, will assess the technical ability of an individual and pass judgement on it, through certification according to how their body has determined the skill should be performed. This will take place completely separate from the leadership development program proposed.

The proposed scheme does not suggest any approbation being given on these bodies. Nor does it imply that the scheme will attempt to duplicate technical skill training being carried out by other certifying bodies. If there are some technical motor skills which are required in the objective leader which are not appropriately covered outside the scheme then they would be included in the training process. Or, the body responsible for the adventure activity leadership development scheme, if it feels a technical motor skill covered outside the scheme is not appropriately covered for their desired objectives, may enter into shared problem solving with the responsible agency to develop a technical program more suitable for their needs. The process would be not one of cooption but one of cooperation.

4. The reader is referred to Appendix A for the conceptual model schematic.

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There are cross bridges between the leadership development scheme and the skill certification schemes. First technical motor skill is a prerequisite of the development scheme; a candidate must have a minimum level of technical motor skill before entering the leadership development process. The nature of this skill, its assessment, etc., would be within the purvue of the technical skill body concerned.

Why does one need a level of technical skill before coming into the scheme? There are three simple reasons: 1) Outdoor adventure experiences of any kind rely upon technical motor skills - that is what they are. 2) The leadership development scheme in its development processes uses select technical motor skills as a vehicle. If the experiences involve technical motor skills, then the leadership development for these experiences must involve technical motor skills. 3) There is not sufficient time in the leadership development scheme to devote attention to upgrading participants' motor skills! A fourth reason, stated earlier in footnote 3 is that leaders entrusted with the responsibility of a group adventure experience cannot afford learning essential components on the job.

The second cross bridge is that technical motor skill development and certification are a co-requisite of the leadership development scheme. In evaluating his or her development through stage one of the leadership scheme, candidates may see that they require further development in their motor skill ability. Having identified this personal need, they would then seek out the appropriate certifying body in order to acquire this attribute. Similarly, during the practical experience or assessment stage, the candidate may either see the need for further technical skill development or through the broad exposures of the scheme have interests aroused in new (to them) technical motor skills. It is fair to say that the proposed Leadership Development scheme would direct more attention to technical motor skill certification bodies. It is not detrimental to such groups, it is supportive of them.

It is also fair to say that these cross bridges are not limited to one way movement as may be implicit in the examples given. It is quite conceivable (indeed I would say desirable) that given this leadership development scheme, technical motor skill certifying bodies will recognize its advantages to developmental stages in their certification scheme and either recommend or require candidates to have acquired specific stages in Leadership Development in Outdoor Adventure Experiences prior to or along with progress in their own scheme. Should this come to pass what we have is a healthy symbiotic relationship which is to the benefit of both schemes, to the benefit of all aspiring leaders in the schemes, and most importantly increases the value of the experience for all participants.

Let us return to the Leadership Development scheme. Proper group leadership in adventure activities necessitates three attributes: a high level of practical skill in the activity being led; a high level of theoretical knowledge of that which governs the proper (or defined) outcomes of the experience; and the leadership attributes required to minimze the risk of the experience. All of these taken together are directed toward maximizing the experience for the participant. This leads us to the fourth component.

4. **Safety**

- umbrella for the experience.

Safety and objective judgement are virually synonymous.

In dealing with adventure experiences, the need for safety is universally recognized. The Canadian Outward Bound Wilderness School's, **A Safety System** states, "Disregard for the safety of one's self and others is completely alien to the goals of serving others and respecting **the worth of one's self and others.**[5]

Jackson in speaking of safety states,

> "Let us be quite sure that by safe I don't mean restrictions.
> Life in general, and mountaineering in particular can be, and often is, dangerous, but a part of being a mountainier, and a good leader is in minimizing such danger."[6]

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5 The Canadian Outward Bound Wilderness School. **A Safety System.** Mimeograph; no date.

6. Jackson, John A. **A Few Thoughts on Party Leadership.** Plas-y-Brenin: Mimeograph. December 1973.

Langmuir in **Mountain Leadership**[7] states that a vital factor in the training of a leader is that it should be based on a code of technique and safety. He points out that observation of a code does not limit or stifle enjoyment but broadens safety margins and allows more scope. Out-trips are and should be enjoyable. They must, however, be safe. Enjoyment must be sacrificed for safety. The prime criteria of a good leader is his ability to discern when freedom, enjoyment and interest infringe upon the safety and well being of the whole group.

The case is often made that experiential learning is the best way to learn; that people should have freedom to learn for themselves through personal experience; of individuals being self responsible, determining their own destiny, making their own errors and having to live with the outcome.[8] Such positions beg the question, "Where does freedom begin and responsibility end?" In a society or social situation where we are concerned with the rights of others, social interactions, attitudes, personal growth of the individual, experiences which encourage future learning situation, it is not difficult to accept that responsibility takes precedence over freedom. The absurdity of the opposite approach is easily illustrated if we restructure an example which Anderson uses.

Anderson refers to Slusher's example of the surfer in which he states that it is the experience which counts, that tradition and history can do little to assist the experience. Slusher states that if the surfer is wiped out he learns not to do the same thing the next time. Well, let's put the same person on a rock climb. He has to determine his own destiny. Tradition and history can do little to assist him. He is solely responsible so he decides to climb on his own, without a rope, without people around. Tradition and history show the advantage of these safeguards. But tradition and history can do little to assist him, so if he makes an error he is "wiped out" and he will live with the outcome. He may not live very long, but he **will** live with the outcome. He is committed to accept the responsibility inherent in the freedom he is taking. The responsibility is that he suffers the consequences!

Education cannot allow itself to do that. Each individual may make this decision if he wishes, but as leaders responsible for groups, groups which have as part of their end product personal growth of the participant, such a position is ludicrous. Indeed if we examine the position of each individual and his right to make the wrong decisions just so that he can exercise his freedom, a strong case can and has been made that if he exercises his freedom in an irresponsible manner he is impinging on the freedom of others. In saying that individuals have the right to decide for themselves, of accepting the responsibility of their errors because we have to allow people freedom to experience, we are being self contradictory. If we do not consider the consequences of our actions on others we are impinging on their freedom! However, we are straying from the issue.[9]

But, back to safety. Yet have we strayed from safety in this brief discussion of freedom and responsibility? Not at all. This is the essence of safety. Safety is not made up of technical first aid skills, search and rescue techniques, accident procedures etc. Yes, these are some of the underpinnings of safety and as such are hard facts which must be learned. But the catalyst of a safe experience is more than this. The Safety System for the Outward Bound Wilderness School states it well.

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7. Langmuir, Eric. **Mountain Leadership**. Mountain Leadership Training Board, Scottish Council For Physical Education, Edinburgh, 1969.

8. see amongst other - Anderson, C. "Outdoor Education a Contribution to Methodology". CAHPER Journal Vol. 40, No. 2, p. 10 to 12.

9. If the reader wishes to delve into this particular issue further, I recommend that they go back to an old yet still relevant (perhaps even more relevant now than in 1938, particularly in the context with which we are dealing) little treatise on experience, freedom, learning, responsiblity of the leader entitled **Experience and Education** by John Dewey. It is amazing how appropriate Dewey's remarks are to outdoor adventure experiences. But don't read too fast! Think out what Dewey is saying, it's simple - but not easy!

12

"Safety is primarily and at its best an attitude. The nature of the Outward Bound program and its environment demand a constant awareness of safety considerations and consistently responsible behaviour. Written rules mean nothing if individuals fail to act with common sense and unselfishness. When people plan and think and care, they are never at the mercy of the unexpected."[10]

Well this is just another way of saying leaders in outdoor adventure experiences must have and exercise Objective Judgement.

Safety will effect and in turn is effected by all the other forces acting during the experience. It is easy to see how the physiological forces are intertwined with safety forces and environmental forces when one looks at the problems of hypothermia, its causes, its symptoms and its treatment. Again the interaction of sociological and psychological forces with these three are quickly recognized when one examines Kurt Hahn's reasons for developing the Outward Bound Movement.[11] Other examples of the interaction of technical forces with safety and other forces are easily seen in any recounting of expeditions which have been forced to bivouac over extended periods of time under isolated and adverse conditions. The productivity of these groups from a technical view point has, to say the least, been limited.

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10. Canadian Outward Bound Wilderness School. Op. cit.
11. Rohrs, H. **Kurt Hahn.** Routledge Kegan Paul, London 1970.

13

We have seen rather briefly how the six broad forces which make up the matrix of an objective leader with objective judgement are interwined with the essential components of the experience. Knowledge of these forces is necessitated by the desired end product. As they have been presented they are not specific enough but they do give us contexts in which to provide more detail. They are a helpful intermediary stage in proceeding rationally from the general to the specific. Moving beyond the intermediate to the basic ingredients of our process we must begin our "building" by assembling the required materials and assuring ourselves that these materials are proper for the job we wish to accomplish.

It has been stated before that the forces outlined above become facts with which the leader must become conversant; that these facts become building blocks which allow the formulation of the product or the desired end result of the adventure experience. As discussed above, these forces are not facts; some inferences or direct relationships to facts have been made while discussing the forces. But all the **Building Blocks** have not yet been laid out. It is appropriate to do so at this time.

14

BUILDING BLOCKS

The **Building Blocks**, or basic attributes of the adventure activity leader, must flow from our objectives through the forces active in our context - what we want to occur during the outdoor adventure experience - to have a justification for inclusion in the training process. Although the **Building Blocks** are justifiably derived from the end product, we must, in developing the training process or training scheme see that it does not attempt to unnecessarily duplicate already existing and adequate avenues for obtaining the prescribed skill.[12]

As prerequisites for the accomplishment of the essential components of the experience the **Building Blocks** are related to and can be classified under (not without some overlapping however) the 6 forces which act during the experience. Let us outline and briefly discuss them under these headings.

Physiological Forces

Man's micro and macro climates

- basics of environmental physiology. How man is effected by various ambient climates, and methods of adapting to ambient climates. Principles of maintaining man's micro environment and effects of disruption of this environment on homeostatis (See Weather under **Environmental Forces**).

First aid

- principles of structure and function and the immediate treatment of dysfunction particularly as it is related to outdoor adventure situations. Development of a suitable course of study for the leadership training scheme may be required if present certifying schemes do not meet the needs of the outdoor adventure expenence (See Safety, Technical Skills).

Hypothermia/Hyperthermia

- intimately related to the two previous building blocks this topic requires specific mention because of its particular importance in outdoor living. The maintenance of body core temperature, its disruption and treatment of disruptions is physiologic. It's effects are intimately related to psychologic function.

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12 The reader is referred to earlier discussion of technical skill certifying bodies.

Physical Fitness

- instruction in or the use of motor skill requires of the leader basic knowledge of work physiology. Particular attention should be given to preparing for the motor activity - training methods; performing the motor activity - monitoring performance demands; indicators of performance fatigue, nutritional requirements of performance, limits of performance. The inter-relationship of physical fitness with psychological fitness is an essential area of study, particularly with experiences that extend over long periods of time in isolated conditions with strenuous physical demands.

Social-psychological Forces

Because of the close inter-relationship of these forces and the nature of the experiences concerned - group activity with close interaction under normally isolated situations - it is appropriate to consider psychological and sociological forces together.

Human behaviour and personal interaction

- even without the desire for personal growth of the individual the nature of the experience makes it appropriate for the leader to be familiar with basic concepts of how and why people behave as they do in various situations and how the leader can encourage specific modes of behaviour and interaction. The desire to enhance personal growth increases the need for knowledge in this area.

Small group dynamics

- the outdoor adventure activity is the epitome of the dynamic small group. Knowledge of how and why groups function and dysfunction is basic to environmental behaviour, personal growth, safety and in many instances the acquisition and proper performance of technical motor skills. Group problem solving is essential in outdoor adventure activities.

Valuing

- the basis of an environmental ethic is knowledge and values. What values are, how they are formed and developed and the evaluation and modification of values are necessary for the leader leading towards environmental behaviour, personal growth and **safety.**

The ability of a leader to recognize social-psychologocial forces and assess their impact on indivic uals can be gained only through involvement in situations which elicit the forces.

Environmental Forces

Weather

- one of the most obvious environmental forces acting on the outdoor experience and yet one which is least often anticipated and planned for is the weather. It is too often taken for granted. Understanding of basic principles of weather, anticipating and providing for changes in weather is needed. This topic is critically related to physiological and safety forces and can be a determinant of psychological forces acting during the experience. Full appreciation can only be gained by experience over time.

Ecology

- knowledge of the basics of ecosystems, how they function, and man's interaction with them is necessary for the development of an environmental ethic. To understand dysfunction of the environment and man's role in promoting such dysfunction, basic knowledge of function is required.

Environmental Ethic

- from the basic facts of man and nature and through appreciation of their relationship an environmental ethic can be developed. To produce an environmental behaviour in the participant which minimizes the impact of the activity on the environment a leader must espouse a personal environmental ethic. The development of an environmental ethic does not, however, result from the acquisition of fact alone - attitudinal changes evolve over time and through experience. This process must be allowed to happen.

16

Safety Forces

Safety considerations cannot be, and indeed are not in this instance, isolated into a separate area of concern. They permeate the entire experience. **To fail to have them do so is to negate the experience.** There are, however, certain easily identifiable building blocks of safety which form an essential part of a safety system.[13] To consider these as safety is not only wrong but dangerous. (The reader is referred to the earlier section on safety for more discussion on this point). Previously noted building blocks under physiological and psychological forces are equally important facts of safety.

Accident/emergency procedures

> "In high risk adventure programs it may be said that students are deliberately encouraged to take part in activities in which the risk of an accident may be greater than in their normal way of life."[14]

- leading groups of young people in such an environment requires that the responsible leader anticipate and be prepared for situations in which accidents occur. Through simulation in training the leader can be exposed to the pressures of an emergency under controlled conditions, the procedures to be taken, the resources/supplies required and, with guidance, review the situation analytically.

  Such training not only prepares the leader to cope with accidents when they occur but more importantly it provides an insight into emergencies which may help in their prevention. The key quality to be attained is the ability to recognize the symptoms of **potential** emergency situations and, with proper preparation and planning, prevent their actual occurance.

  First-aid, evacuation, and survival procedures are particular topics which are covered here.

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13 Such a system is concisely outlined in **A Safety System,** Canadian Outward Bound Wilderness School Mimeograph, op. cit.

14 Canadian Outward Wilderness School, op. cit. p. 1.

Group security

- this is more than simply being with people. Many of the attributes discussed under human behaviour, small group dynamics and inter-personal interaction are essential to keeping the group secure. The technique of assuring group security is contained in such things as: knowledge of the capabilities of people, the location of the leader in relation to the group in different activities and under varying degrees of difficulty and climatic and physiologic conditions, preparation. Security can only be provided with proper planning and preparation. It is the responsibility of the leader to prepare himself and the participants for the activity to be undertaken. Security is provided when the leader is prepared to meet any eventuality.

Special hazards

- these are situations encountered on regular or irregular occasions which because of their very nature pose special problems for providing a safe experience. Such topics as altitude, high/fast water, rain, wind, cold, heat, ice on lakes or rivers, storms, snow, avalanche, breakdown in communication, resources or supplies, etc. are treated. How they effect the experience individually and how in combination they make situations more complex should be studied and experienced. Although touched on in other building blocks their special nature requires specific treatment.

Search and rescue

- while the emphasis is on planning and preparation so as to obviate the need for search and rescue the leader must be familiar with accepted practices for conducting a search, resource groups available to assist in a search, procedures for dealing with the individual or group that needs to be rescued, and methods and procedures to secure assistance when it is required. Specific topics would include common causes of rescue situations, distress signals, use and provision of emergency equipment, communication systems, methods of evacuation, etc.

Technical Forces

As noted earlier, technical forces are of two kinds: 1) technical motor skills - the performance of the activity 2) the techniques of leadership. The **building blocks** mentioned up to now are part of the techniques of leadership. There are, however, other specific techniques of outdoor adventure activities which are needed by the leader. They are such things as;

Navigation

- the expert use of map and compass is a basic skill required of every outdoor leader. A leader's knowledge of navigation should begin to go behond this.

Program planning

- planning and preparation can be divided into two broad groupings - long range planning and immediate planning. This topic deals primarily with long range planning and should include such things as determining the needs of the groups to be dealt with; setting the objectives of the program in light of these needs; deriving the policies to govern the attainment of these objectives; administering the policies and determining procedures to be used; managing the program and staff; providing for the continual development and assessment of the program in light of the previously determined needs and objectives. The responsibility of the leader for each individual should be discussed and understood in light of each of the above phases of planning.

18

Route planning/expedition planning/travel

- the short term needs of the adventure experience are immediate and prevailing. There is a danger, however, in this phase of preparation to concentrate on the logistical concerns of the expedition - they are concrete, easily identifiable and they are either done or not done. But short term preparation extends beyond the logistics of the outtrip. Jackson in his **Notes On Party Leadership,**[15] using the example of planning for a mountain walk, divides the preparation required into three sections a) early preparations b) last minute preparations c) actually on the hill. The points he makes under these headings and the divisions themselves reflect an important aspect of this technical phase - it must be developed from program plans. The overall planning and responsibility must flow from and be guided by what we wish to accomplish - our objectives - and it must extend into the actual experience itself. The leader must never lose sight of the fact that he is dealing with people undertaking an experience in which they should learn and grow while deriving enjoyment from the process. The adventure activity leader cannot narrow his concern to a military approach to logistics.

Group travel, skills and responsibilities

- a common error of judgement of a novice leader, overestimation of the travelling ability of a group, while sometimes looked upon as minor, illustrates a major requirement of mature leaders. **Leaders are atypical, and must not impose their needs, desires or capabilities on the group.** Here we have a practical illustration of the prior definition of objective judgement. Leaders must learn to think and act in terms of the people they are leading not simply in terms of themselves as participants; a subtle but critical difference. Such topics as trip itinerary, pacing, position of the leader in relation to the group, the role of the leader during travel, effective and efficient practise of common modes of travel, group management while travelling, rates of travel with varying terrain and conditions are among some of the topics to be covered in this block.

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15 Jackson J. Op. cit.

Personal and group equipment

- leaders should be aware of the choices of equipment suitable for all weather conditions, purchase and care of equipment, the issuing and use of equipment, the design material and construction of equipment, the advantages and disadvantages of varying designs and materials, the improvising and making of equipment, the suitability of equipment for varying activities and situations. Ideas on how and what information should be provided to the participant should be included. The essential items of personal and group equipment needed on any expedition should be discussed and the reasons for their inclusion or exclusion analyzed.

Wilderness skills

- while the placement of these skills so far down the list of training processes may be questioned by some, there is reason for doing so. Too often there is the tendency to focus on these attributes. And why not, it is easy to define, learn about, and to become proficient in these skills. Wilderness skills are, in our context, tools which are used to accomplish a broader purpose. While they are important, our concerns and training have to go beyond this. We have to lift our eyes from the trees to see the whole forest in context. Nevertheless, such topics as campsites, shelters, fires, cooking, camping tools, knots, health and hygiene in camp and other aspects of camp craft or outdoor living skills should be dealt with in detail in this module.

Legal liabilities

- responsible leaders of outdoor adventure activities will seldom be bound solely by the limits of the law. Unfortunately the law in all too many instances is heartless; as outdoor leaders we can not afford to be so callous that we restrict our total responsibility to what the courts decide. Nevertheless, the prepared leader is aware of what the law means and requires, and operates within its prescriptions. Topics such a voluntary assumption of risk, consent forms, responsibility of the leader when providing adventure activity opportunities (including providing information with regard to inherent hazard, adequately preparing the participant to take on the hazards, and provision of professional instruction and leadership), case studies of court decisions concerning outdoor adventure programs, laws governing trespass, individual rights, personal insurance, group insurance and other appropriate subjects should be dealt with.

Adventure programs, clubs and opportunities in the community

- leaders will be looked to for guidance and information concerning many forms of adventure experiences. While they cannot be expected to have all information they should be aware of how and where additional information can be obtained.

This is a brief overview of the modules of instruction which would be included in a program designed to enhance the development of outdoor adventure activity leaders. Each module can be developed in detail with a concise and explicit curriculum of study and with easily identificable and measurable behavioural objectives. They can each be made into neat, multi-purpose and flexible components. It must not be forgotten that this is what they are - **components.** That is why they are referred to as **Building Blocks.** They are **Building Blocks** designed to perform a specific task. Of themselves, individually or collectively, they do not accomplish our purpose. Another ingredient is needed to construct our house - **Mortar.** Taken without mortar the **building blocks** are not a building - they are just a pile of bricks!

20

MORTAR

What is the mortar that is essential to the development of a leader? As a fully matured attribute it is the objective leader exercising objective judgement - the objective judgement referred to earlier as being the one attribute needed to maximize the experience while minimizing the risk of outdoor adventure activities.

The facts of the training process outlined above are essential to the exercising of this objective judgement. They can be clearly and objectively outlined and the leader's knowledge of these required attributes can be objectively measured. **But these are not objective judgement nor is the possession of this expertise a guarantee that a person will exercise objective judgement.** These facts are the foundation of objective judgement. Developing leaders must go through other processes if they are to acquire the objectivity of judgement necessary for realizing the participant desired outcomes.

The first step in the mixing of the mortar takes place in the latter part of in-training and immediately that this stage ends. This is the beginning of the second stage of the development scheme. It consists of a shared process of evaluation between the leaders-in-training and the training-process leaders. This evaluation not only assesses the individual's knowledge of the building blocks but more importantly the individual and leader jointly and openly identify where the leader-in-training must acquire or modify attributes necessary for their exercising of objective judgement. In other words, at this point, the leader-in-training is made aware of how he personally must grow and develop in order that he as a leader may assure that the desired outcomes (essential components) for the adventure activity participant are realized.

This process should take place in an atmosphere of " . . . **reciprocal dependance-inter-dependance, joint determination of goals real communication in depth and reciprocal trust."**[16] With this orientation towards evaluation Gibb suggests **both parties to the process should grow.** And certainly any scheme worth its salt allows for such feedback in order to keep in tune with its participants. Such an orientation to evaluation is also in accord with one of the essential components of the adventure activity - personal growth.

Growth is not solely the simple acquisition of new skill, facts, experience but is, in its most enriched form, a moving towards a realization of one's potential, of self actualization. Acceptance that people can be more than they are at present, that they can grow and develop is a key to unlocking the full benefits of adventure activity experiences (indeed it is a cornerstone of many, if not most, traditional adventure programs)[17]. If applied to the leadership development scheme such an attitude would provide even greater scope for this and other programs. Not withstanding this, an essential task of such growth is an awareness of one's present capabilities. Growth takes place in the presence of facts which act as touch stones pointing out where we are, where we should go, and where we can go. Healthy growth is not indiscriminate (otherside it is cancerous). It has structure, form and control - but not limitations. Mutual growth within and among members of an orgainzation provides a potential which increases geometrically with the increase in the number of people involved.

The process beginning here is a structured process of shared guidance that brings the leader to the realization of his personal strengths and capabilities and leads him to the areas in which he must acquire greater knowledge and experience.

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16 Gibb, Jack, R. "Is Help Helpful?" Forum February, 1964, p. 25.

17 The reader is referred to Roberts, K., G.E. White and H.J. Parker. **The Character Training Industry,** David and Charles (Holdings) Ltd., Newton Abbot Devon. 1974; Price, T. **Some Aspects of Character Building.** The Edmund Rich Memorial Lecture, Royal Society of Arts, London, 1966; Lovett, R.A. **Outward Bound. A Means of Implimenting Guidance Objectives.** Outward Bound Incorporated, Virginia, 1971, amongst others for elaboration of this point.

This leads to the second stage of the development scheme, a stage absolutely essential for the development of the objective leader exercising objective judgement - **"vetted" practical experience as a leader in training.** It is during this phase that the critical development of the leader takes place. It is here where the mortar, after being mixed and placed between the blocks, undergoes its curing process. Two essential ingredients of this process are **maturation and time.**

Maturation is a ripening which takes place through growth. But the concept of maturation implied here is more than growth and ripening - it also is meant to imply that the processes takes place only through time and experience and with **nurturing.** Therefore, during this period the leader would undertake a series of leadership roles under the supervision and guidance of a practicing leader or leaders[18] who have been assessed by the scheme as being capable of providing appropriate guidance. These roles, varied as to their type,[19] provide the leader-in-training with the opportunity to apply their knowledge in respect to the demands, responsibilities and questions which such occasions would elicit. It would be a period of co-operative learning, reciprocal openness, shared problem solving and autonomy. It would provide a true-to-life experience for the leader-in-training where, again, there is "reciprocal-dependence-interdependance, joint determination of goals, real communication in depth and reciprocal trust." It would be a time when the experienced leaders discuss with candour the shortcomings of the prospective leader, and during which they jointly outline alternatives to overcome these deficiencies.

This phase of development is at least one year in duration and perhaps not more than two years after the in-training stage has been completed. Extending this phase beyond this time may cause the leader-in-training to lose touch with the building blocks and the processes of the first stage.[20] During this time the leader-in-training would also increase his personal experience in adventure activities.

The leader-in-training would keep a log of these leadership and personal experiences. The log would contain information on the nature of the experience, details of the location of the experience, names and addresses of the "critique" leaders as well as information about the peer group accompanying the leader-in-training on personal excursions. A particularly important aspect of the log would be the anecdotal section of the report in which the leader would summarize and analyze **his** experiences.

This anecdotal section points out the dual purpose of such a log. The obvious and sometimes maligned purpose of keeping a record of accomplishments in order to assess the capabilities of the development leader cannot be ignored. There may be a tendency to discard this task of development because it smacks too much of busy work or being certified. And perhaps this may be the de facto purpose if the reason for use of a log is not fully understood.

Yet such a record is essential in this "at arms length" phase if the scheme is to continue to guide the leader throughout and after this time period and if there is to be some mutual assessment of the leader-in-training's leadership development. But there must be full understanding on the part of the scheme and on the part of the leader-in-training that the prepotent purpose of the log is to assist the leader-in-training to objectively evaluate his own ability to lead groups of people in adventure activity. This is the means by which the developing leader develops his objective judgement. By outlining the nature of the experience, writing a brief outline of what transpired during the experience and by analyzing, in a written format, the nature of his actions during the experience he is practicing and developing the skill of objective judgement in a formal way. As he develops, this process of continually going through the check list of "objectivity" will become second nature and the need of a written record may in time be obviated. At this point it is a training or development mechanism which cannot be avoided.

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18 The desirability of having more than one "critique" leader during this stage should not be ignored.

19 Criteria to be used for varying the nature of the experiences would consist of:
a) type of group (age, ability, etc)
b) number in the group
c) length of the experience
d) nature of the experience (degree of perceived risk)
e) isolation of experience
f) time of year of experience

20 See **A System of Leadership Development** below.

22

The development process passes through several stages - some which may be completed in less than a week or have parts of the stage completed in two or three days, others which will extend beyond a year. It is not a process which can be speeded up and "finished" through a mini-course - it cannot be manufactured or mass produced. The time required for maturation of a leader varies from person to person - and indeed, while it has a beginning it may not have an end. In spite of the earlier comments concerning personal growth and development it still remains that the scheme is working with people and despite the positive attitude espoused by the scheme, not all people will achieve the same stage in the development process.

Because we are dealing with young people in adventure activity, an occasion when there is some degree of risk, even though it may be perceived risk, there is a need to indicate to each aspiring leader where they stand in terms of others engaged in the same type of leadership. This leads then to the third, and in terms of our model, the last stage of the leadership development scheme. This stage consists of an assessment of the skills matrix necessary to produce our desired end product or outcomes.

OBJECTIVE LEADER - OBJECTIVE JUDGEMENT

The end product of the outdoor adventure experience is, as previously noted, the **participant desired** essential components - Environmental Behaviour, Personal Growth, Technical Skills, Safety. A scheme for the development of outdoor adventure experience leaders flows from these components. But these components are not the end product of a leadership scheme. The end product of leadership training is the competent leader capable of producing the desired outcomes for the adventure activity participant.

The rationale for determining the qualities need to develop into a competent adventure activity leader has been presented. Two of the stages of the training process required to develop these qualities have been discussed. As there is an end product to the leadership scheme - the competent leader - and as the final evaluation of the suitability of any structure is not solely in its building but continues once the structure is complete, there remains to be presented a third stage of the leadership development scheme.

This stage consists of a testing of the overall skills matrix which the developing leader is capable of applying. In a sense it is the culmination of all those things which have taken place prior to this time and which, with one exception to be noted later, have been explained above. In another sense it is a post-training period. For if the prior processes have not put together the expertise needed for the leader - that is, trained the leader - then there is nothing to test.

But I do not wish to cause people to consider this as a terminal phase nor do I wish to present it as such. It is a testing. A testing which may show the need for additional development, but a testing which determines the attainment of a minimum capability - the ability to elicit the essential components of an outdoor adventure activity.

As such this stage consists of the following formats and embodies the following previously alluded to principles.

- a residence session of not more than 10 and not less than 5 days of which at least 3 days are spent on an adventure activity outtrip.
- leadership roles for participants instructing non-peer groups of a high skill level
- review of **building blocks** and principles covered in stage I and II.
- group discussion (coöperative learning - inquiry, exploration, quest) of theoretical aspects of leadership and objective judgement in adventure activities. The case study method should be extensively used.
- shared problem solving related to stage II logged experiences
    - problems
    - solutions
    - safety
    - growth
    - enjoyment
    - judgement
- peer evaluation of leadership capabilities
- joint assessment (participants and organizers) of participants' capabilities in leadership roles.
- identification of leader skills in which additional development is needed or limitations of the leader's current stage of development.
- orientation in methods which are positive and helpful and which encourage the personal growth as well as the technical development and objective leadership of the participant.

24

A SYSTEM OF LEADERSHIP DEVELOPMENT

Although this stage is the end-product of the leadership development scheme it is not the end of development for the individual leaders. As part of a system, there are many obvious reasons why this is so but let me enumerate some of the more important reasons for this scheme.

- the objective leader will, as a part of his objectivity, continually reassess the experiences he leads and the efficiency of the methods he enjoys. Leading and the activity are inseparable.
- the adventure experience has as one of its goals maturation in leadership ability. The leadership development scheme is a specialized aspect of this goal; it is part and parcel of the adventure activity. A leadership development scheme can be separated from the experience only at the risk of being totally irrelevant to the purpose of the experience.
- the adventure activity experience, in our context, is not an end in itself but is a means to several ends.[21] Therefore, the program and concurrently the leadership development scheme must be continually reassessed in terms of the changing needs of the participants.
- technical skills and knowledge if not constantly used tend to regress. If only for the safety component, skills and knowledge in the adventure experience must be current.
- through research and practice technical motor skills and equipment used in these activities are constantly being refined. If only to be able to differentiate the good refinements from the poor, the leader should review these aspects on a regular basis.
- for a leadership scheme to be successful over the long run (in other words if we are to realize the participant desired outcomes) a fourth stage should evolve naturally. This stage would be involved with identifying and assisting the development of other leaders through the scheme. It thus provides another route by which the whole system remains integrated.

21 It is necessary to re-emphasize that this statement does not imply nor should it be interpreted as meaning that maximum enjoyment and expert skill are sacrificed in order to realize multiple ends. It simple means that in addition to skill and enjoyment, we have other goals.

READINESS AND CO-REQUISITE

There remains to be discussed two aspects of the scheme which are essential to its rationale.

The first of these is the **Readiness** of candidates or prerequisites for the entry into the development scheme.

READINESS

In order to profit fully from the scheme the candidate should be **ready** to become involved. While the ultimate stage of readiness may be determined at any point along the scheme, a basic level of preparedness needs to be set for entry into the scheme. In determining the ability of people to profit from involvement in the scheme, four criteria should be assessed. These are:

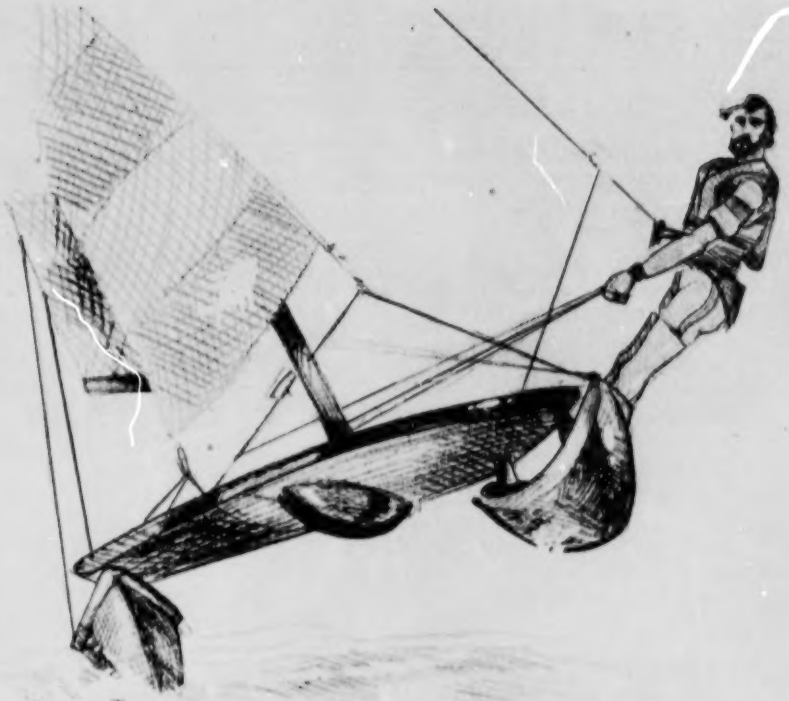
- **chronologic maturity**

Objectivity is dependant to no small extent on experience; experience is limited by time. A minimum amount of time should be allowed in which to gain such experience. Maturation requires time; while time alone is no guarantee of maturity a minimum chronological level should be set in order that the maturation of leaders through the scheme can begin from a common point. Combining these two points with the legal question of the acceptance of responsibility by minors, entry to the scheme should be limited to those 20 years of age and over.

- **participant experience**

The point has been made earlier[22] that leaders in adventure activities cannot afford the luxury of learning on the job. Prior experience in a non-leadership role is essential to the leader. Thus a minimum experience as a participant is required for the leadership development scheme. As well, the logistics of mounting such a scheme require some base line of common experience. A minimum of three years experience as a participant should be expected.

22 See **Experience is Essential to understanding** page 6.



· technical motor skill

The point has been made above that technical motor skill is necessary for the exercising of objective judgement.[23] While it is expected that the technical motor skill of the leader-in-training will improve throughout the scheme and while he is leading others, a basic minimum skill level in at least one outdoor adventure activity is needed for the scheme to operate effectively. Without a minimum skill level the candidate will not be able to realize the full benefits of the scheme. The apprentice level of the appropriate instructors certification schemes should be the required level of technical skill.

23 See **Technical Skils**, page 6.

26

- **apprentice leader experience.**

The candidate should have had the opportunity to realize what leadership of adventure activities entails prior to declaring that he wishes to enter a process of leadership development. The adventure activity has leadership ability as one of its goals. If the candidate is familiar with adventure activity, adventure activity which has had the participant desired outcomes noted above, he will have had the opportunity to take on apprentice leader roles. At least two apprentice leadership experience situations over an extended period of time should be required.

These pre-requisites must be assessed individually as well as collectively. Attainment of high level in one cannot make up for a deficiency in another. The operational model for the scheme should state clearly the basic minimum pre-requisite to be presented by the leader-in-training. In assessing pre-requisites the same positive helping approach of the scheme should be utilized. Candidates for entry into the scheme should be made aware of their strengths and weaknesses as related to the goals of the scheme. Those not considered ready should be encouraged to continue their development as and where required.

CO-REQUISITE

The point has been made before that there is a dichotomy between technical motor skills and leadership skills, but that the two are inter-dependant.[24] The dichotomy must not be ignored. The leadership development scheme presented is not intended to certify motor skill instructors. It is designed to develop adventure activity leaders. The leader requires technical skill. This technical skill is best acquired through those organizations which have as their primary objective the development of technical motor skill leaders. Therefore, those involved in the adventure activity leadership scheme should develop this skill apart from but concurrent with the scheme. Technical motor skill certification then becomes a co-requisite of adventure activity leadership development.

It requires re-emphasis here that no leadership development scheme for outdoor adventure experiences can operate without the concurrent technical motor skill certification schemes. The symbiotic relationship of the two schemes is healthy. It exists throughout all stages of the leadership model and extends to the outdoor adventure experience as well. It is essential to the success of the leadership scheme.

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24 See **Technical Skills** page 6.

CONCLUSION

Although an attitude of inclusion rather than exclusion is implicit in the conceptualization of this scheme, standards are required, must be set and have to be attained, or limitations of leadership realized. If this is not done the value of the process resides solely in its academic rationale. But this model is designed for practical application.[25] The scheme cannot be all things to all people. Candidates must be made aware of expectations of the scheme. Those involved in its implementation, while following an attitude of personal growth and development of the leaders-in-training, must present these expectations in a clear and attainable manner. **They must also be prepared to indicate where they have not been attained.** There must be structure to the scheme, goals to be set and levels to be attained; realization of personal strengths and weaknesses must result from it. While the scheme is based on helping, acceptance, interdependance, shared problem solving those involved must be candid, open and realistic with others and as importantly with themselves.

The scheme must remain current and in touch with ongoing adventure programs. Indeed a role of the scheme should be to provide direction to such programs. But the relative position of adventure activity programs, leadership development schemes, and motor skill certification bodies cannot be allowed to engender an irrelevant debate as to which is prepotent. Each is essential, each is defensible, each is dependant on the others, **each should be provided.** Let us each look to our tasks collectively and individually.

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25 This conceptual model for leadership development is only the first, and in a sense easiest, step in the implementation of the scheme. The second step is the development of an operational model for the scheme. This model will be most demanding because in addition to the detail of the material to be presented much thought and time must be devoted to the methodology of the scheme. As implied above, the process of the scheme is the cornerstone of its value. The reader is once again cautioned against letting details of material lead them into a stance of not being able to "see the forest for the trees."

28

APPENDIX A

THE MODEL

ITS FLOW

THE MODEL

The model is used to illustrate how leadership development takes place over time. Although no feedback loop is shown in the model it is, of its very nature, a closed system. This is seen in that an objective of the scheme is to provide for maturation of leadership ability so that leaders might, in turn, through outdoor adventure experiences, assure the personal growth of their participants. This growth could prepare an individual to embark on his own outdoor adventure activity leadership development program.

A brief description of the flow of the scheme will help to illustrate this and is necessary to emphasize an essential characteristic of the development process - Time. The model shows several stages in the scheme; where does one start? If the scheme is successful, that is if it can prepare leaders capable of assuring the participant desired essential components, it is providing the readiness necessary for growth of individuals in leadership. Its end is its beginning. The flow begins with a successful adventure activity.

With the necessary base - **Pre-requisites**[26] the individual can move on to **Acquiring an Objective Foundation.** When the potential leader is ready he acquires facts which are designed to give him the ability to compare and decide - to understand the dynamics of the experiences to be used. Because this is factual it will tend to be formal.

Prior to the completion of this phase the participant and process leaders enter into an open **Shared Evaluation of Leader Needs.** The scheme is now moving towards a process approach. As a result of this evaluation the development of individuals may continue at a different pace as they grow according to their individual needs.

The direction of the development remains the same. Participants move on at a their own pace, to the third step - **Vetted Practical Experience.** With some tools - skill, knowledge, fact - at their hands and a personal commitment to develop leadership ability they have to "get their feet wet" through actual experience.[27] Now the individual leader-in-training truly begins to grow. With the acquired facts as touchstones he moves towards a realization of his potential. This is the critical phase of the scheme - the growth of the individual must be allowed to happen. It is not a process which can be speeded up and finished - it cannot be manufactured or mass produced. Quality and variety of experience are needed - not quantity. The time required for maturation of a leader varies from person to person - and indeed with the truly conscientious leader he is constantly examining and evaluating each experience with which he is involved in order to reach his ultimate potential.

But the scheme does not stop at this point, it moves on to a second formal stage - a stage designed to consolidate the initial experiences and knoweldge and provide the individual with feedback on his development. **The Assessment of Ability to Produce the Desired End Product** would allow individuals to jointly review past experiences, engage in observed leadership roles, and identify further attributes or experiences which may need to be acquired. This also is a stage which would be repeated throughout a leader's career - it is an updating.

The scheme then moves on to the task for which it is designed - the acquisition of the end product or the provision of the **Essential Components of Outdoor Adventure Activities** through responsible leadership.

What results is a successful outdoor adventure experience because it is conducted with capable leadership. We not only have a successful experience we have also provided an essential component of the necessary base for an aspiring leader. Our end has become another beginning - our system is closed.

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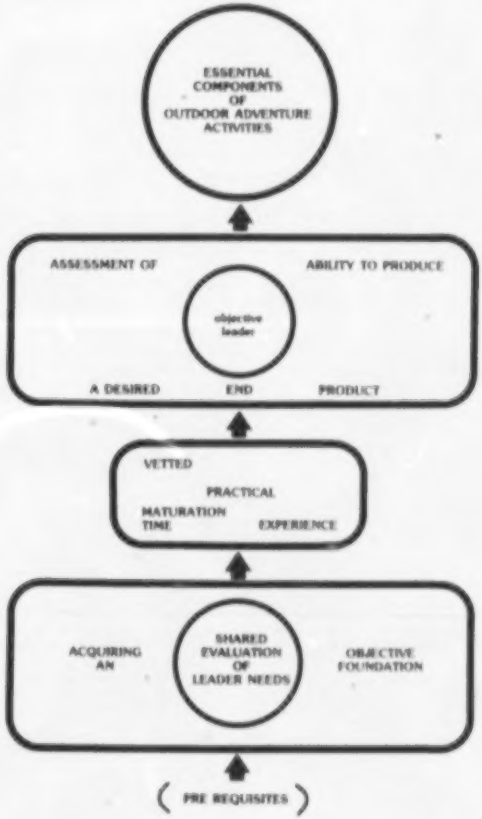
26 A successful outdoor adventure experience is essential to the necessary base. It can provide the necessary base only if it has capable leadership.

27 See Mortar p. 20 and Appendix B for details on this phase.

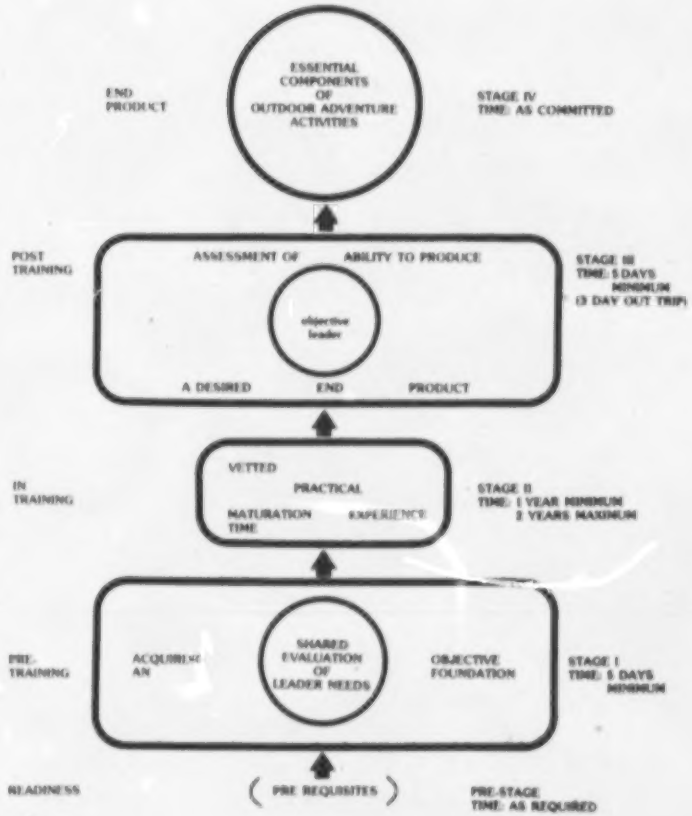
APPENDIX B

THE PROCESS OF THE SCHEME

THE MODEL – ITS FLOW



THE PROCESS OF THE SCHEME



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THE PROCESS OF THE SCHEME

A leadership scheme for outdoor adventure activity experiences is a process.

"Process: a continuing development involving many changes: a particular method of doing something, generally involving a number of steps or operations" - Webster:

Two points in Webster's definition are central to the concept of the model as presented.

1. The scheme is directed at inducing changes in the individual which will result in a continuous development of his leadership capabilities.
2. The scheme proposes a format which will bring about these desired changes.

The format has several stages and experiences which are chosen because of the nature of the changes desired.

In the desire to induce change in order to assure continuing development the leadership process espouses certain concepts or approaches, these are;

Dynamic as opposed to static
Growing, actualizing as opposed to controlling
Interdependance as opposed to controlling
On going as opposed to complete
Directed as opposed to random
Certification in specific skills as a part of development.

The process evolves from agreed upon objectives and is continually reassessed in light of changes within these objectives, the needs of the participants in outdoor adventure activities and the leadership scheme, and changes outside the outdoor adventure experience system.

Despite the dynamic nature of the process it has clearly identifiable stages and operations. These are as follows:

Readiness (Pre-stage)

This pre-training stage is the most easily identifiable break in the system of leadership development. It is therefore shown as the beginning of the process. But as discussed under **Flow** the scheme is a closed system.

If the scheme is to be directed at purposeful activity there must be some communality among the participants as they begin. Therefore, in light of the nature of the desired goals prerequisites are necessary.

Pre-Training (Stage 1)

When ready, the candidates declare that they want to develop their ability to lead outdoor adventure activities. They now enter a scheme of leadership development which will include, as part of the process, an assessment of their, ability. This first stage consists of:

- a residence session of five days minimum during which practical and theoretical sessions on specifically designated topics are included
- leadership roles with peers
- simulation of leadership problems using adventure activities as a vehicle
- discussion and sharing sessions revolving around the simulations utilized.
- lectures
- skill development in specific technical skills[28]
- a shared evaluation of each participant's needs and assets and a joint determination of their personal leadership goals and objectives.

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28 These skills are not to be confused with the technical motor skills of a specific sport or activity.

In Training (Stage II)

This stage, between the candidates entering of the scheme and the assessment of his leadership abilities, is a key phase. Here the "seeds" of leadership planted in the first stage are nurtured and allowed to mature. It provides the time and experience necessary for this maturation.

It consists of:

- a time span of at least one year and not more than two years.
- undertaking a minimum number of leadership roles with the guidance of a "critique" leader. The nature of situations should vary within the following criteria
  - type of group
  - size of group
  - length of experience
  - nature of the experience
  - time of year
  - perceived risk
  - isolation of experience
- the leader-in-training should keep an annotated log of these experiences. The log should be vetted by a designated leader or leaders.

Post-Training (Stage III)

Having allowed time for the facts of leadership, acquired in the first stage, to mature and thus provide a basis for objective judgement, the leader now is ready to move on to the third stage of the development process. This phase of the scheme will draw heavily on certain attitudinal approaches - sharing, helping and joint problem solving, mutual growth.

An essential task of growth is an awareness of one's present capabilities. This stage then is centered around assisting the individual in assessing his ability to lead - to bring about the **participant desired** growth found in a worthwhile outdoor adventure experience. It consists of:

- a residence session of 5 days minimum. Three days of this session to be spent on an out trip.
- a review of the material covered in Stage I, practical and theoretical
- a sharing with peers of logged experiences in Stage II. Discussions of these experiences should focus on
  - problems
  - solutions
  - safety
- a supervised leadership role with a non-peer group eg. groups from Stage I
- assessment of capabilities and needs
  - peer evaluation
  - facilitator evaluation

End Product (Stage IV)

Having moved through the development process the ultimate evaluation of the leader's capabilities is his ability to cause the desired end product to be produced. A programmed interaction between leaders in the field and facilitators of Stage III - Post training will help to assure two essential components:

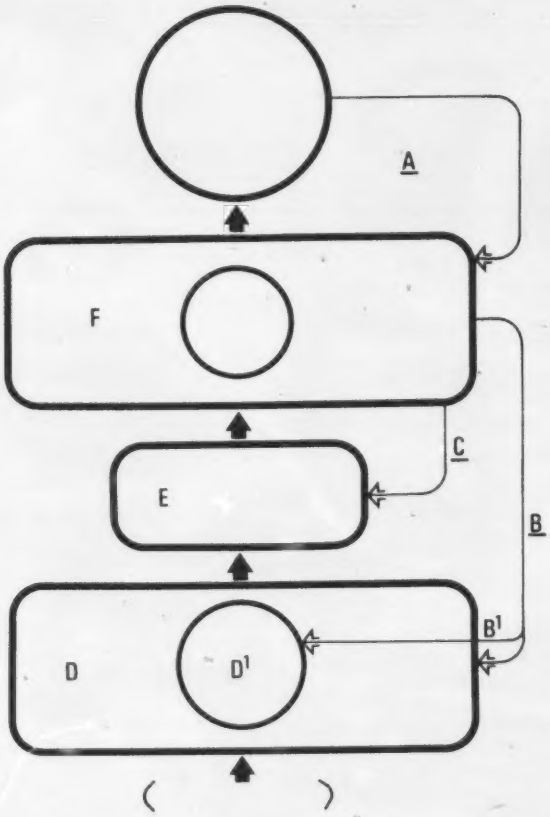
1) A continual updating of the leadership process
2) A continued growth of individual leaders in the field.

APPENDIX C

THE DEVELOPMENT

OF THE

SCHEME



THE DEVELOPMENT OF THE SCHEME

A principle which requires careful and regular examination of our basic premises and objectives is that **Form** must follow **Function.** The instigation of any scheme should be based on a clear rationale.

The model is based upon the following functional requirements.

1) A desired end-product has been accepted. To realize the end product a matrix of skills is required in the producer (leader). This matrix is determined by the nature of the experience and the desired outcomes.

The **function A** - a desired product necessitates the **form F**- expertise needed to realize that product.

Determining and providing the expertise for the function of Stage IV - the end product-leads us to the form (nature and content) of Stage III - Post training.

2) Post-training is the end product of the leadership development scheme and is derived from our overall goal. Now, in turn, we must move from the new function of Assessing Ability to Produce a Desired End Product to the form which will facilitate this lower order function.

The **function B**- assessment of Ability to Produce the Desired End Product - implies desired qualities and abilities in the leader. These desired qualities and abilities in turn prescribe the skills required - **Form D.** Also they give the leadership participant a standard against which he can obtain an awareness of his personal strengths and needs - **Function B¹** - and prescribe **form D¹** - shared evaluation.

3) The functional objective of Stage III is more than factual. The skills and qualities of the leader are in large part attitudinal and require an ability to be discerning. Time is required during which these attributes can be better developed and assessed. Stage III has a second functional requirement - this prescribes the nature and extent of the experiences needed in the development scheme. This is **function C.**

The **function C** - nature of the leadership development experiences - justifies the **form E** - practical leadership experiences over an extended period of time with a critique and record.

APPENDIX D

THE DETAILS OF THE SCHEME

THE DETAILS OF THE SCHEME

PARTICIPANT DESIRED OUTCOMES

Stage IV Details - Essential Components

Given that form follows function, in determining form the function must first be agreed upon. As agreed on by the Council of Outdoor Educators of Ontario, the essential components of outdoor adventure experiences are;

Environmental Behaviour

- understanding and practising the actions required to minimize the impact of the activity on the environment.

Personal Growth

- maturation in observable behaviour relative to the stage of development in the activity - social relationships, attitudes, leadership ability and self appraisal.

Technical Skills

- preparation of the participant with appropriate progression in technical training, mental attitudes and physical fitness.

Safety

- the umbrella under which the components of the program are planned and implemented.

The **Participant Desired Outcomes** are the function or goals of outdoor adventure experiences. They determine the desired qualities of the outdoor adventure experience leader. They prescribe the form of a leadership development scheme. This leads us to the **Leader Required Attributes** for Outdoor Adventure Experiences.

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LEADER REQUIRED ATTRIBUTES

Stage III Details - Assessment of Ability

The forces acting during the experience can be classified under the following headings;

Environmental Forces
Physiological Forces
Psychological Forces
Safety Forces
Sociological Forces
Technical Forces

With this classification the details of a training process for the development of leadership can be determined.

Stage I Details - The Building Blocks

The Building Blocks - facts - are the underpinnings of the objective leader. They are prescribed by the forces acting and are as follows:

Physiological Forces

- man's micro and macro climates
- first aid
- hypothermia/hyperthermia
- physical fitness

Socio-Psychological Forces

- human behaviour and personal interaction
- small group dynamics
- valuing

Environmental Forces

- weather
- ecology
- environmental ethics

Safety Forces

- accident/emergency procedures
- group security
- special hazards
- search and rescue

Technical Forces

- navigation
- program planning
- route planning/expedition planning/travel
- group travel, skills and preparation
- personal and group equipment
- wilderness skills
- legal liabilities
- adventure programs, clubs and opportunities in the community

In order to profit fully from the scheme the candidates should be ready to be involved. This suggests the pre-stage of the scheme.

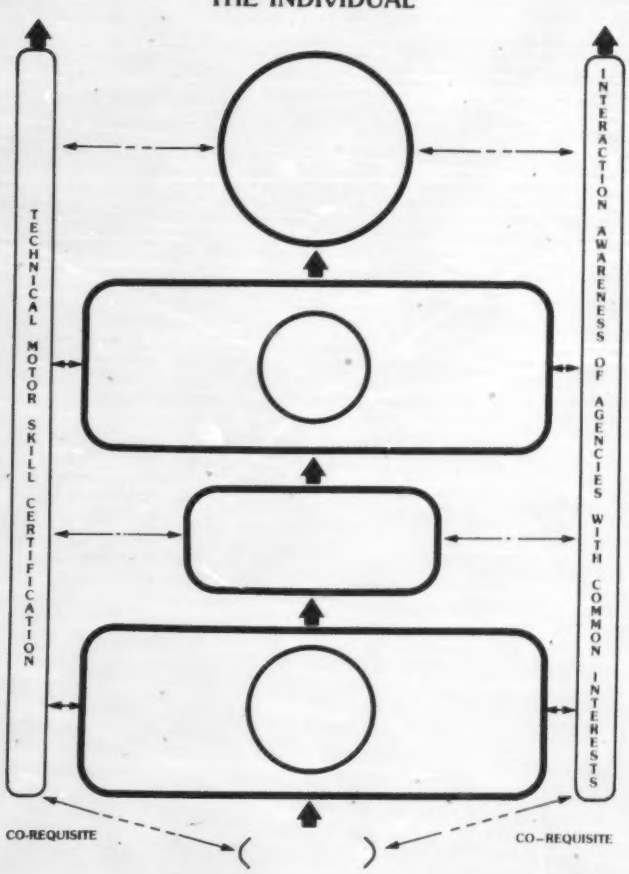
Pre-stage details - Readiness

For people to profit from the scheme requires the following prerequisites;

- chronological maturity
- participant experience
- technical motor skill
- apprentice leadership experience

APPENDIX E

THE SCHEME IN CONTEXT



THE MODEL IN CONTEXT

There is a clear dichotomy between motor skill and leadership skill. The two help each other, the two rely upon each other, the two are inseparable in outdoor adventure activity. But skill in an activity and leadership of learning groups in an activity are two separate attributes. Having one does not make the person an expert in the other.

The model is based on this dichotomy; it is directed at providing a rationale for leadership development. An essential of the model is the interaction of the proposed scheme with those whose primary interest are technical motor skills. Motor skills are included in the leadership development scheme as a vehicle; the leadership development scheme relies on technical skill certifying bodies for development and training in motor skill techniques.

The goals of the leadership development scheme overlap with other agencies or bodies besides motor skill certifying bodies. The scheme should take place in context with what is happening. It should utilize resources which are available, which are in accord with and which can contribute to the scheme. Care should be taken to avoid unnecessarily duplicating programs which already exist. Where technical motor skill or knowledge is part of a leader's development there should be close interaction between the leader development scheme and the technical motor skill certifying body or knowledgeable group. If there is no certifying body or knowledgeable group existing, then the scheme should provide the necessary direction for the development and overseeing of the technical skill or knowledge.

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Where there is a certifying body or knowledgeable group existing but in the view of the scheme the program is not appropriate to the needs or rationale of leadership, there should be discussions with the body directed at developing a program appropriate for the needs of adventure activity leaders.

A leadership development scheme must:

1) clearly define its needs
2) determine what is required to meet these needs
3) look to see how and where these needs can best be met
4) provide for meeting the needs

It should not try to "build its own empire" but should direct its efforts at helping people grow in leadership skill.

With this in mind the model, to be complete, must be placed in proper context. The proper context is that a co-**requisite** of leadership development is technical motor skill development and certification. As well an awareness of and interaction with other agencies or bodies with common or overlapping interests and goals enriches the background of the leader and increases his ability to facilitate the realization of our end product. The leader must broaden his perspectives.

The complete model shows these interactions and indicates how our perspectives can be widened. It also shows that these interactions outside the scheme flow in both directions and can benefit all groups or agencies concerned.

The need for a leadership development scheme for outdoor adventure activities is real, concrete, and pressing. The scheme should utilize all that can contribute to its goals **but there must be a real, concrete and immediately attainable scheme.**

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The Council of Outdoor Educators of Ontario, COEO, was founded in 1971. This organization, open to all persons involved in Outdoor Education, is dedicated to fostering professional leadership in the out-of-doors.

The Task Force on Adventure Activities was formed in 1976 in response to membership concern over certification. Its recommendation that four essential components be considered in all adventure activities was accepted by the membership in 1977. Active disussion, with representatives from many different organizations, then led to the development of this publication.

It is our hope that this book will make you, the leader or administrator of adventure activities, aware of the dimensions of leadership, one of the four essential components, and will help you develop a leadership programme relevant to your specific needs.

ANEE, COEO's newsletter provides you with a continuing forum for discussion of this vital issue. Further information on COEO and membership applications are available from:

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As well he has acted as an advisor and consultant on outdoor education and outdoor recreation for schools, camps and other community organizations.

Bob's wife Nancy and children Colin Sean and Sheila are all avid outdoor people and particularly enjoy the winter out of doors. He is a member of the Canadian Ski Instructors Alliance, the Canadian Association of Nordic Ski Instructors and the Canadian Ski Coaches Federation. He was regional representative for the Far North Region of the Council of Outdoor Educators of Ontario for two years and has been a member of the Council's task force on adventure activity since its inception.